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ABSTRACT

This report is part of a two-volume publication that outlines the Department of Defense Education Activity (DoDEA) 5-year plan. The plan was developed in 1995 to transform education in DoD schools and is based on the vision that the DoDEA will be a learner-centered organization, unbound by traditional school concepts of time, location, and age requirements, as well as recognized for its ability to provide students with the knowledge and high-level skills required for success in a global community. The report offers a glimpse of DoDEA during the preliminary phase of its transformation process; the data presented here will be used to create a baseline to compare future results. The publication provides information on students by grade and ethnicity, on instructional staff, on the location of DoD schools, on 10 strategic goals, on students' school readiness, on student achievement and citizenship, on mathematics and science achievement, on the results of comprehensive tests, on the results of standardized and achievement tests, on teacher education and professional development, on parental participation, on accountability, and on organizational development. In addition to the 10 education goals, also identified are a number of benchmarks that were developed to define discrete, measurable performance criteria for each of the goals. (RJM)

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EA

ED 447 581

1995-1996

Department of Defense Education Activity

Accountability Report

Building Futures in a Global Community

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Under Secretary of Defense for Personnel and Readiness

The Honorable Edwin Dorn

Assistant Secretary of Defense for Force Management Policy

The Honorable Fred Pang

Deputy Assistant Secretary of Defense for Personnel Support, Families and Education

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By Intent. By Design.

The Department of Defense Education Activity's commitment to serving a large, highly mobile, worldwide community sets it apart from the vast number of school systems nationwide. Its strength as a learning enterprise derives from an ongoing community strategic planning process. Enlightened thinking, energy, and creativity are brought to the challenges of building an environment for all children to grow, learn, and achieve their potential. The Department of Defense's sustained success in educating children for over 50 years reaffirms the soundness of these efforts and paves the way for the coming of the new millennium.

"America's School System"

In 1995-96 the Department of Defense Education Activity (DoDEA) operated 239 public schools serving the children of military and civilian Department of Defense personnel. Its schools serve 116,108 students in seven states, Puerto Rico, and 15 foreign countries. DoDEA is unique among all other public school systems in the world. With a student body representing every state and territory in the United States, and as ethnically diverse as the country itself, DoDEA is truly "America's School System."

A Brief History

Over 50 years ago, the United States military established schools for the children of their occupying forces in Europe and in the Pacific while also maintaining some schools on military bases within the continental United States. Originally administered by the Service branches whose children they served, the growing number of schools soon transferred to civilian managers. The schools were then organized in two separate but parallel systems: the Department of Defense Dependents Schools (DoDDS) overseas, and the Section 6, or, more recently named the Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS) in the United States. In 1994, the two systems united under the DoDEA to achieve the educational goals set out in the DoDEA Community Strategic Plan.

A Look Ahead

A collaborative effort among all sectors of our community of learners led to the development of the vision for our system, a vision which generates both organizational reform and the establishment of very specific performance goals for our students and for our schools. This vision is an expression of our aspirations for children, commitment to continual systemic improvement, and confidence in the collective wisdom and talent of our stakeholders. It is the construct that reflects who we are and what we are in the process of becoming. It provides the underpinnings for programmatic initiatives and drives resource allocations. Our vision is what has come to define our efforts and to shape our identity as a school system.

Vision and Commitment

A vision statement is generally written in such general language that it can rarely do more than inspire. Moving from inspiration and aspiration to achievement requires an action plan. The DoDEA Community Strategic Plan is just that. It details the goals and benchmarks that are milestones on the way to becoming the school system described in the DoDEA vision statement. Ten interdependent education goals were identified as requirements for achieving the DoDEA vision. A number of benchmarks were developed to define discrete, measurable performance criteria for each of the goals. Every year specific goals and benchmarks will be selected as priorities.

School Year 1995-1996 was a pivotal time for everyone associated with the DoDEA. Organizational changes eliminated layers of administration, consolidated operations, and increased autonomy at the local level. Necessary changes were initiated in the teaching and learning processes, and all sectors of the community were given a greater voice in the decisionmaking process. The Community Strategic Plan established additional mechanisms facilitating the shared interest, involvement, and responsibility for education that will make the DoDEA vision a reality and the future a success for all students.

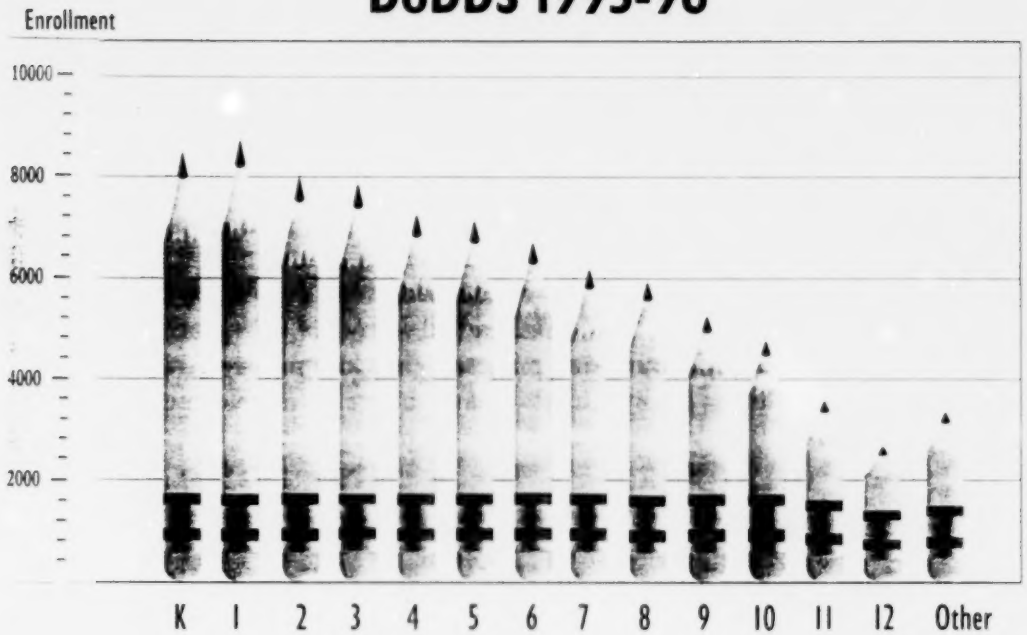
This two volume publication offers a glimpse of DoDEA during the preliminary phase of its projected 5-year transformation process. The 1995-1996 student performance data included in both the ***Accountability Report*** and the ***Accountability Profiles*** create the baseline to which we will compare all future data.

By the year 2000,
DoDEA will be a learner-centered organization,
Unbound by traditional school concepts of
Time, location and age requirements, and
Recognized for its ability to provide students
With the knowledge and high level skills required
For success in a global community.

Who

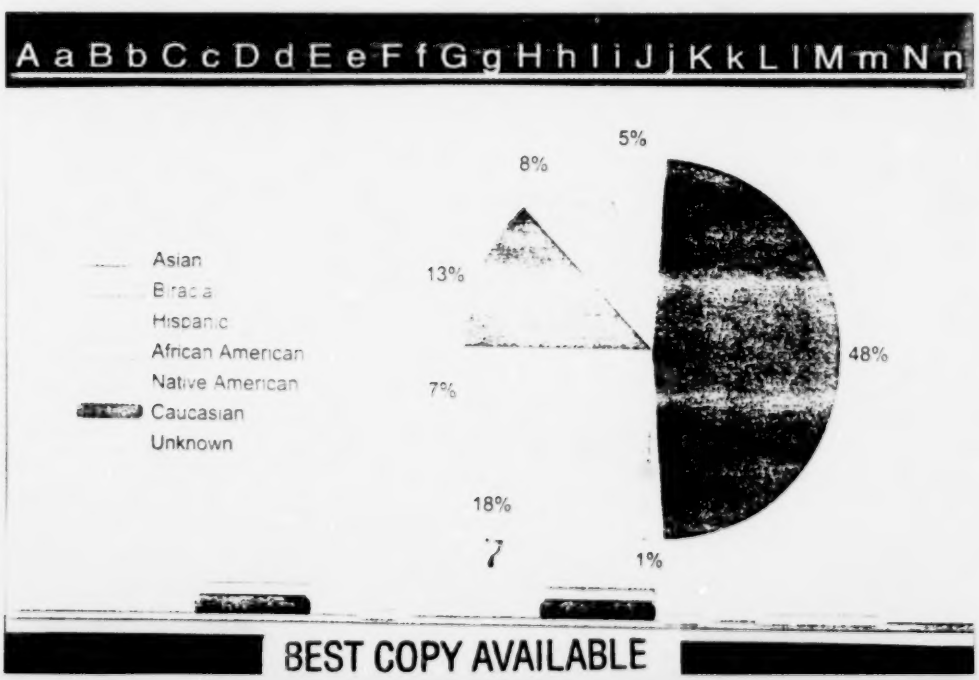
Students

. . . by Grade



Of the 80,577 K-12 students served in 172 DoDDS schools, 66% are elementary students, 14% are middle school students, and 18% are high school students. Other students served include preschool, college, non-DoD, and ungraded special education students, for a total of 84,367 DoDDS students.

. . . by Ethnicity



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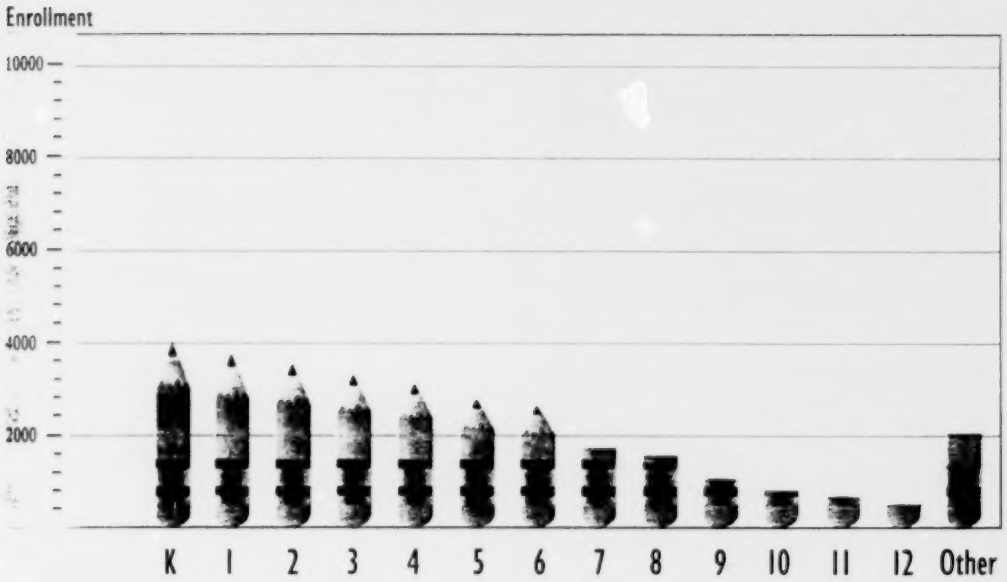
We Are

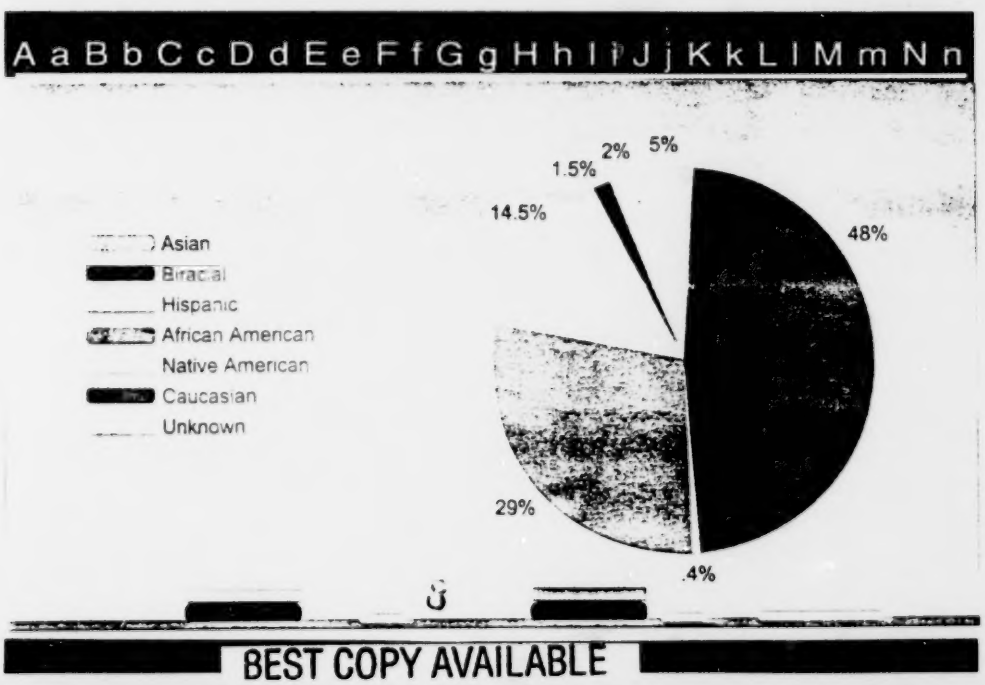
. . . by Grade

DDESS 1995-96



Of the 29,269 K-12 students served in 67 DDESS schools, 79% are elementary students, 12% are middle school students, and 9% are high school students. Other students served include preschool, non-DoD, and ungraded special education students, for a total of 31,741 DDESS students.

. . . by Ethnicity



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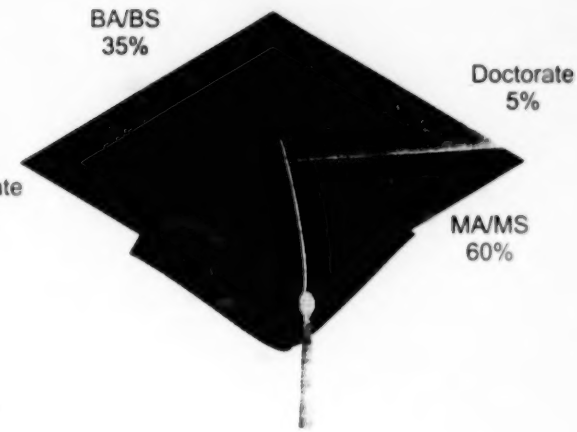
Who We Are

Instructional Staff

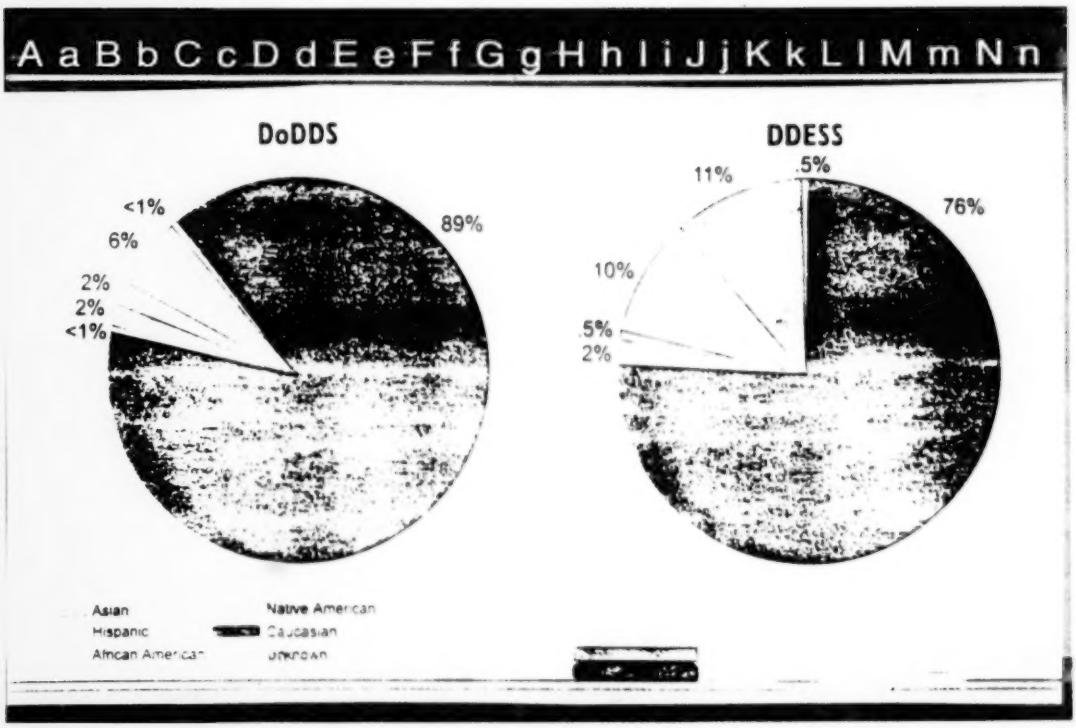
. . . by Education

DoDDS
(6,033 Instructional Staff)

DDESS
(2,224 Instructional Staff)



. . . by Ethnicity



Who We Serve

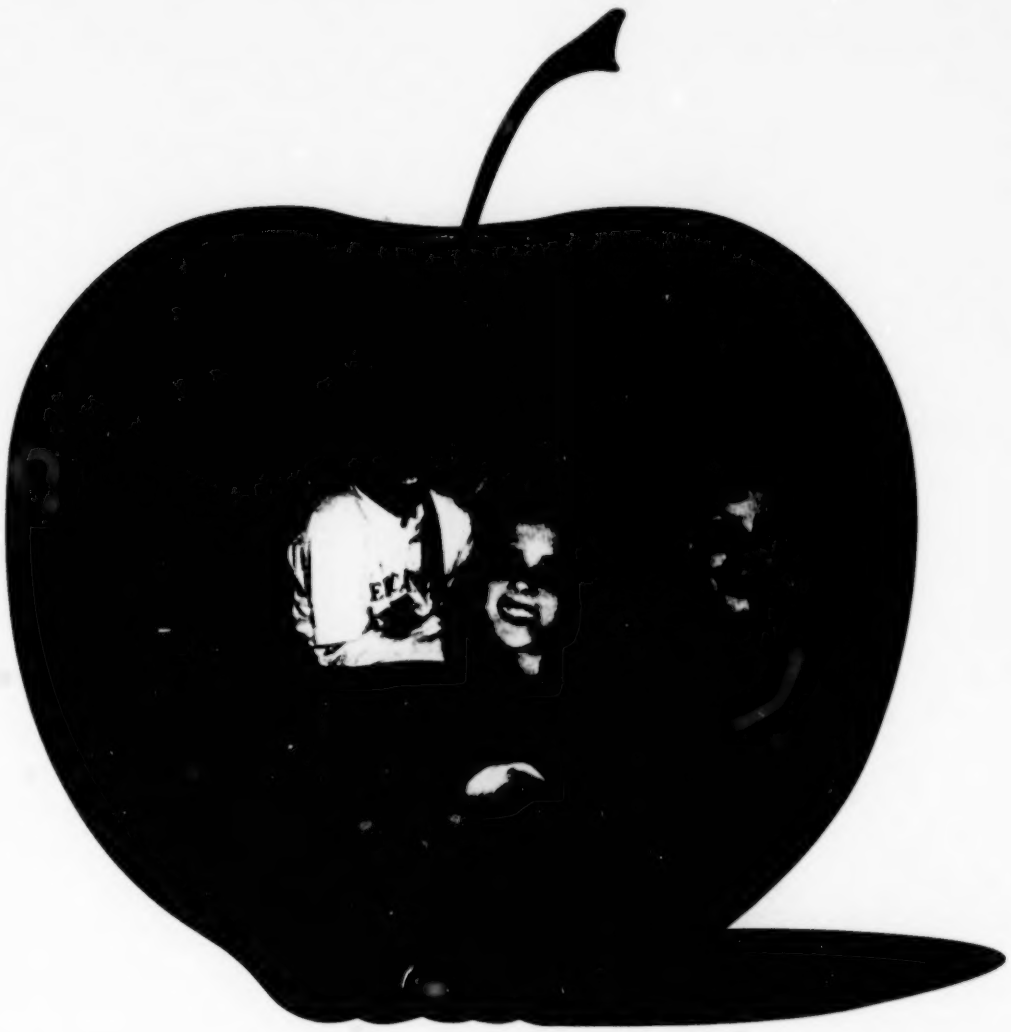
The students served in DoDDS and DDESS schools have parents/guardians representing each branch of the military as well as civilian personnel.

DoDDS 31.2%
DDESS 7.2%

DoDDS 35.9%
DDESS 67.6%

DoDDS 13.2%
DDESS 2.7%

DoDDS 5.9%
DDESS 22.1%



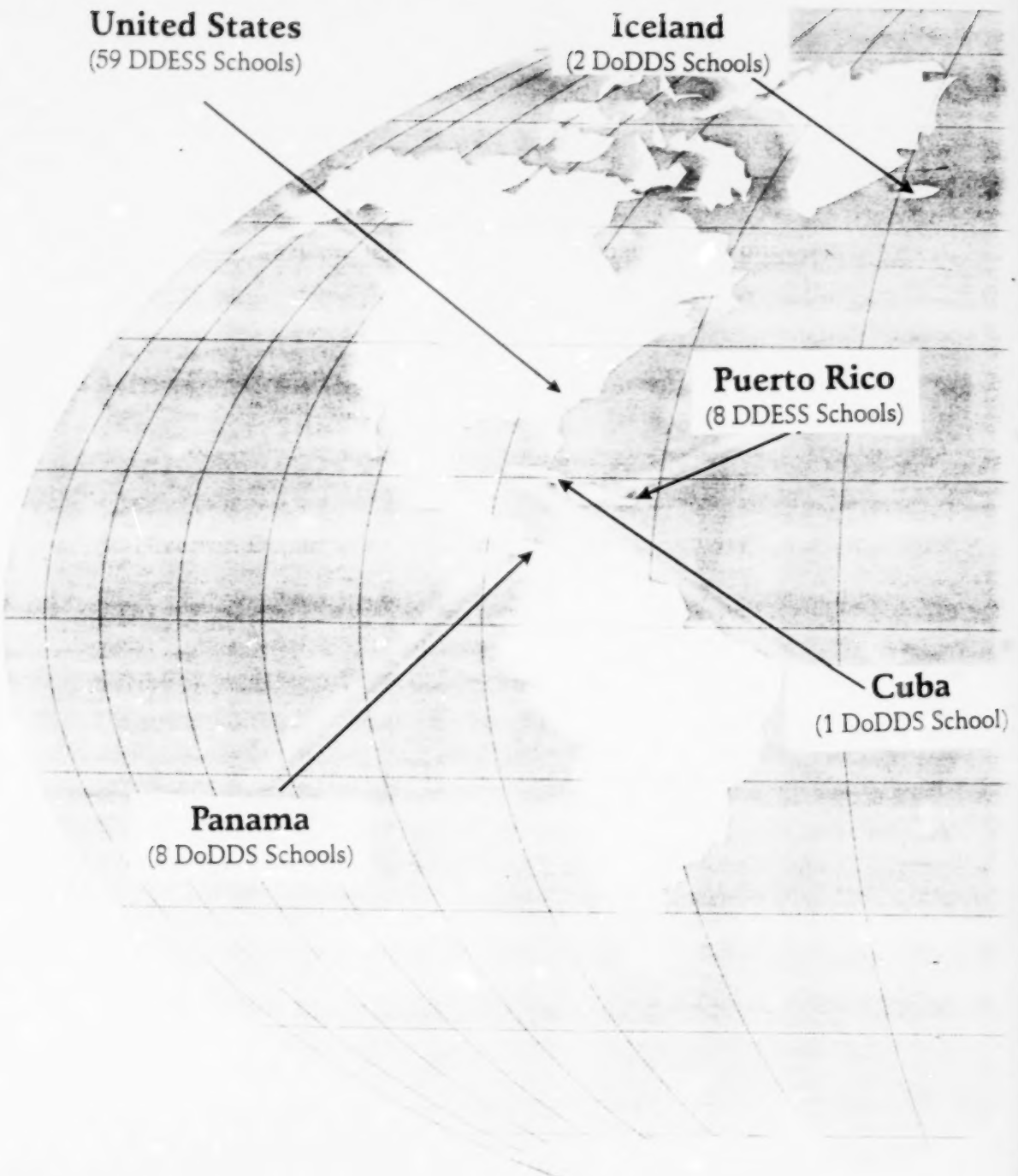
Coast Guard
DoDDS .02%

U.S. Civilian
DoDDS 12.3%
DDESS .1%

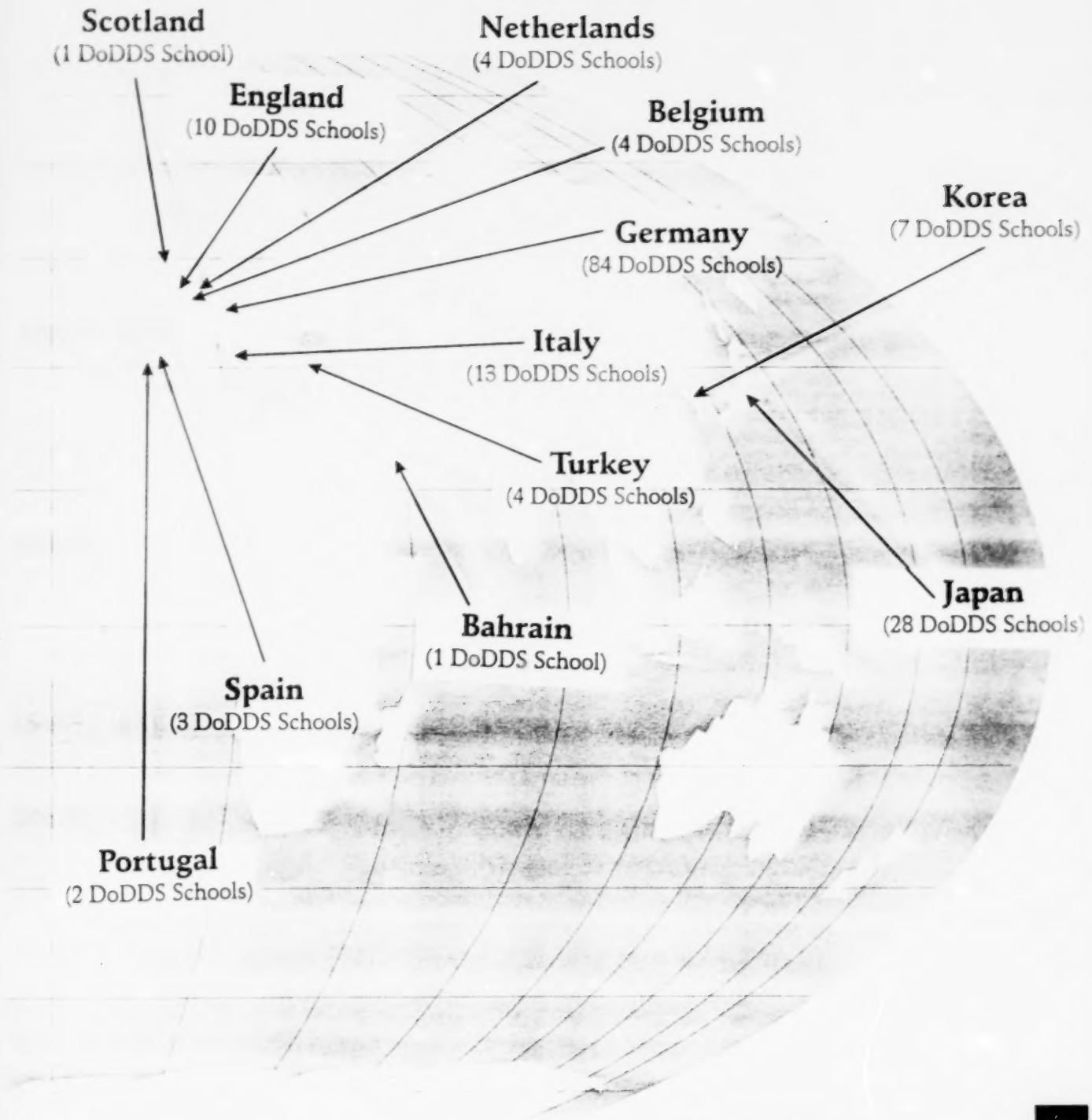
Non-U.S. Military
DoDDS .2%
DDESS .2%

Non-U.S. Civilian
DoDDS 1.4%
DDESS .1%

Where


United States
(59 DDESS Schools)
Iceland
(2 DoDDS Schools)
Puerto Rico
(8 DDESS Schools)
Cuba
(1 DoDDS School)
Panama
(8 DoDDS Schools)

We Are



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What

DODEA'S Strategic Goals

The ten goals detailed below represent the milestones that must be reached if the DoDEA vision is to become a reality for our students in the year 2000. During school year 1995-1996, seven of the ten goals were identified as priorities.

Only those priorities for 1995-96 will be reported in this document. The priority goals are indicated below in green.

GOAL 1 **School Readiness**

By the year 2000, all children in America will start school ready to learn.

GOAL 2 **High School Graduation Rate**

By the year 2000, the high school graduation rate will increase to at least 90 percent.

GOAL 3 **Student Achievement and Citizenship**

By the year 2000, all students will leave grades 4, 8, and 12 having demonstrated competency over challenging matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's modern economy.

GOAL 4 **Mathematics and Science Achievement**

By the year 2000, U.S. students will be first in the world in mathematics and science achievement.

GOAL 5 **Adult Literacy and Lifelong Learning**

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

We Do

GOAL 6 **Safe, Disciplined, Alcohol and Drug-Free Schools**

By the year 2000, every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.

GOAL 7 **Teacher Education and Professional Development**

By the year 2000, the Nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.

GOAL 8 **Parental Participation**

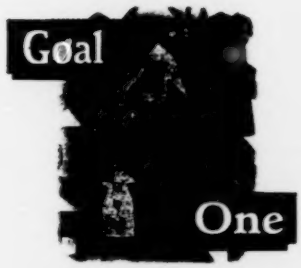
By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

GOAL 9 **Accountability**

By the year 2000, a systemwide accountability process will be established to monitor and improve educational quality and to ensure the effective and efficient use of human and fiscal resources.

GOAL 10 **Organizational Development**

By the year 2000, an organizational infrastructure will be created to support and to enhance the teaching and learning process.



Goal

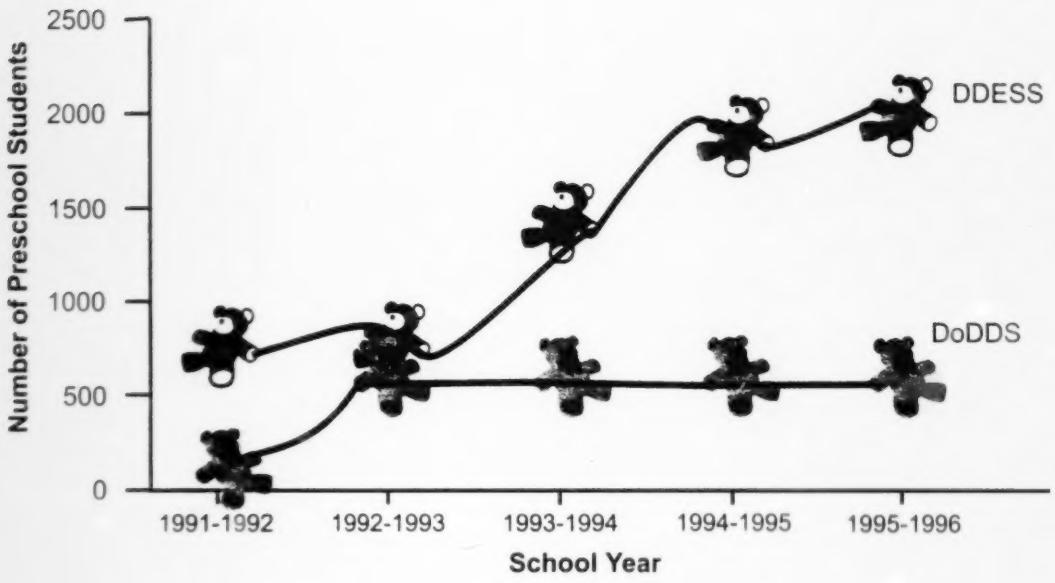
By the year 2000, all children in America will start school ready to learn.

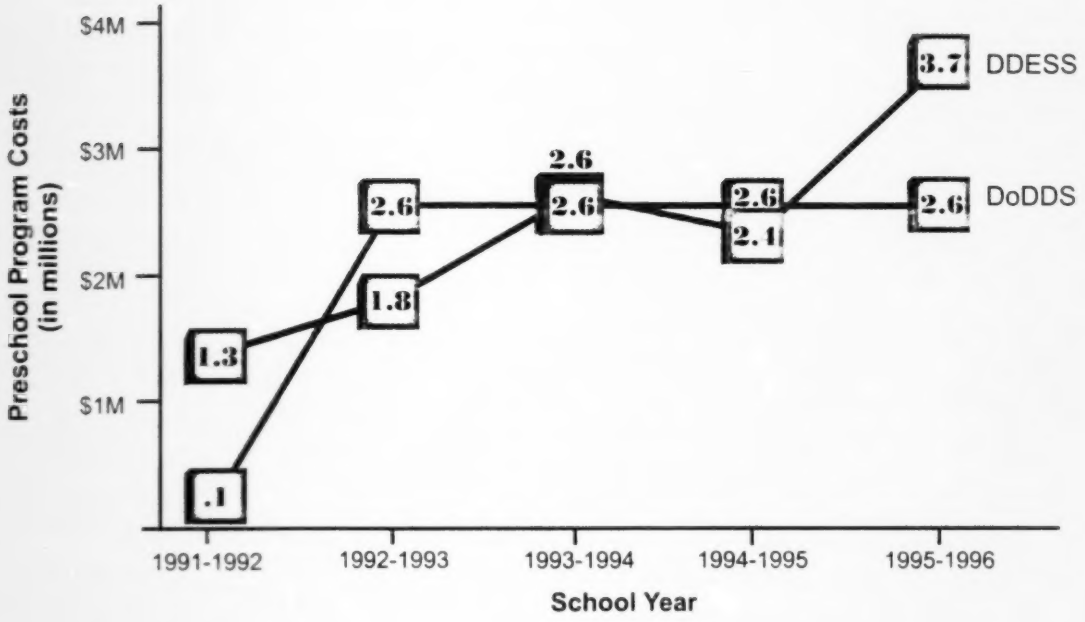
DoDEA's vision for early childhood education is that, by the year 2000, all of our learning environments, teacher training programs, equipment and facilities, will be available and suited to receive all of our preschool age children.

Highlights

- Designed developmentally appropriate content curriculum standards for prekindergarten through grade 2.
- Identified and piloted a developmentally appropriate assessment tool for preschool through grade 3.
- Sought and obtained authorization to fund the increased delivery of preschool services.
- Expanded the developmentally appropriate preschool program in DDESS to include all schools.
- Designed and implemented a developmentally appropriate preschool program in authorized DoDDS schools.
- Increased opportunities for children with disabilities to participate in mainstream preschool learning environments.

DoDEA Preschool Program Development





The above charts exclude data for preschool children with disabilities. Program costs for DoDDS and DDESS include teacher salaries with benefits, supplies and training. Differences in cost between DoDDS and DDESS are due primarily to variations in the average teacher salaries. DoDDS teacher salaries are inclusive of overseas living allowances and transportation costs. Other factors influencing differences in costs include pupil-teacher ratio and start up costs.

Goal

By the year 2000, all students will leave grades 4, 8, and 12 having demonstrated competency over challenging matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's modern economy.

In order to meet the demands of our global and technological society, we must impart more complex knowledge, cover additional content (second languages, school to work skills, and technology skills) and foster the application of information to solve present and future problems.

Highlights

- DoDDS student performance on the Comprehensive Tests of Basic Skills (CTBS) in reading, language arts, and social studies was well above the national norm. DDESS students scored at or above the national average on standardized tests in all grades and subjects.
- DoDDS ranked 9th among states on the National Assessment of Educational Progress (NAEP) in reading.
- The percentage of DoDDS 5th grade students scoring at the proficient and distinguished levels on the Writing Assessment reached the DoDEA benchmark while the percentage for grade 10 almost meets the standard of 75 percent.
- DoDDS 12th graders scored above the national average on the Verbal Scholastic Assessment Test (SAT). DDESS 12th graders scored slightly below the national average on the Verbal SAT.
- Developed and implemented a comprehensive technology plan to enhance the teaching and learning processes.
- Revised curriculum content standards and developed performance standards in social studies, reading/language arts, and second language.

Goal

By the year 2000, U.S. students will be first in the world in mathematics and science achievement.

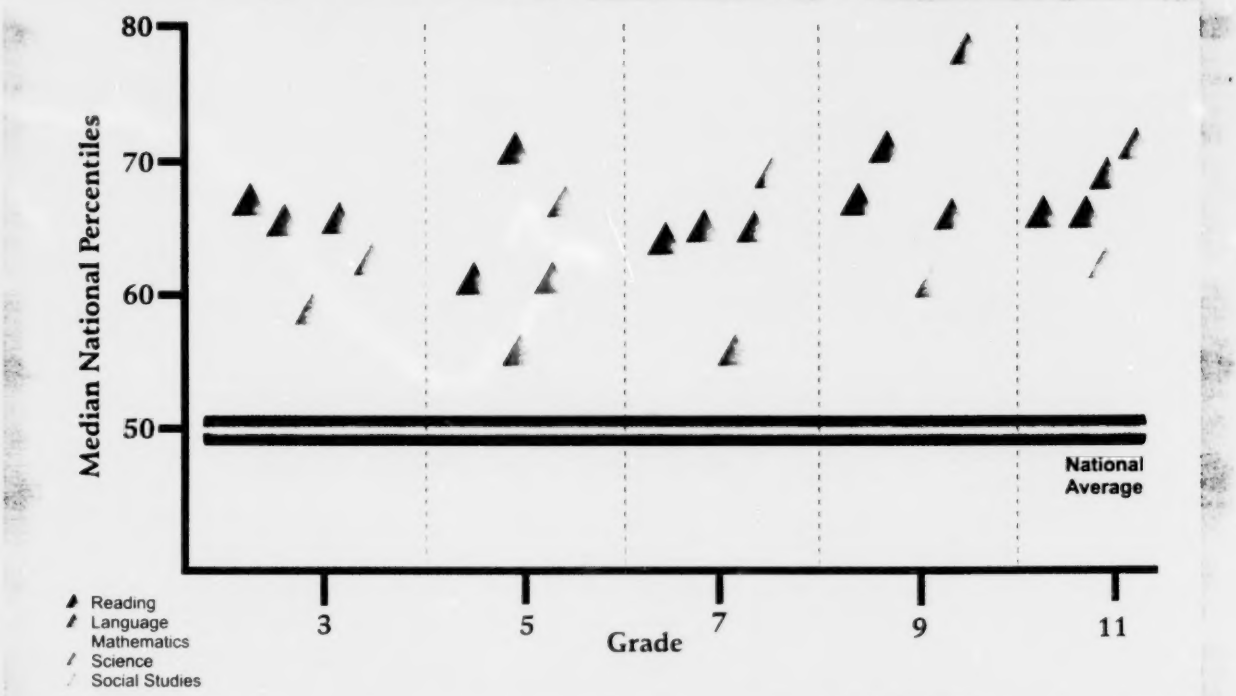
For our students to develop the mathematical and scientific knowledge, skills and attitudes necessary to compete in a global economy, we must continue to reformulate our mathematics and science curricula and instruction as methods to be consistent with the best available instructional principles.

Highlights

- DoDDS and DDESS students scored above the national average on standardized mathematics and science achievement tests.
- DoDDS 12th grade students scored above the national average on the Mathematics Scholastic Assessment Test (SAT). DDESS 12th graders scored slightly below the national average on the Mathematics SAT.
- DoDDS and DDESS SAT participation rates exceeded the national average of 41%.
- DoDDS implemented new mathematics standards, designed curriculum and implemented instructional strategies aligned with the National Council of Teachers of Mathematics (NCTM).
- Provided DoDDS school improvement teams disaggregated data which identified achievement gaps among racial, ethnic, and gender groups in mathematics and science.
- Assisted and trained DoDEA district school improvement teams in implementing specific strategies for increasing the mathematics and science achievement of all students.

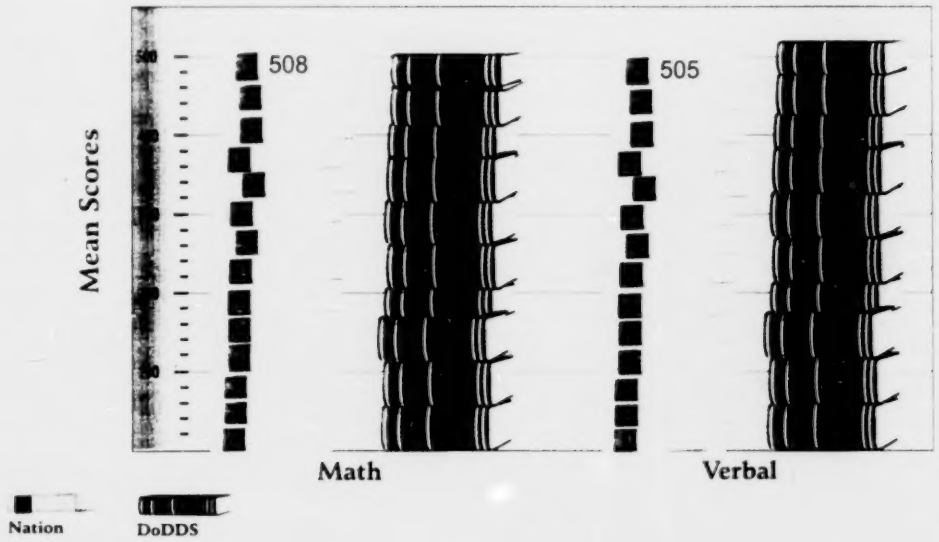
Achievement Data-DoDDS

1996 Comprehensive Tests of Basic Skills (CTBS) Results



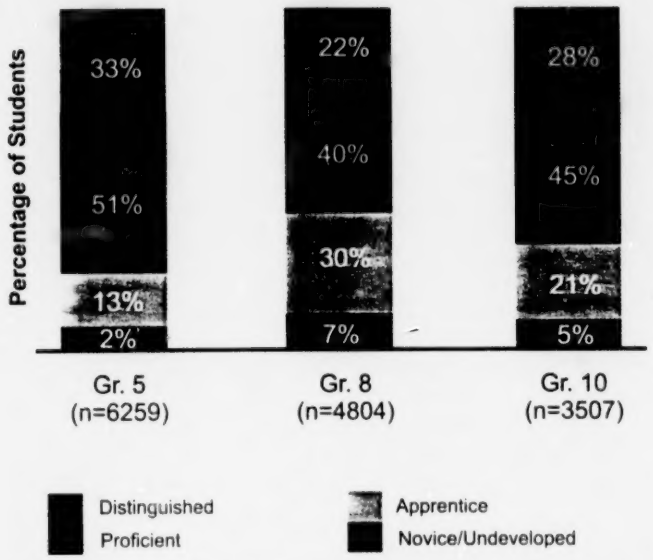
Among the primary measures used to assess the achievement of DoDDS students over time are the standardized achievement tests administered to all students each spring in grades 3-11. As can be seen in the chart, DoDDS students performed above the national average (50th percentile) in all subject areas at all grade levels.

1996 Scholastic Assessment Test (SAT) Results



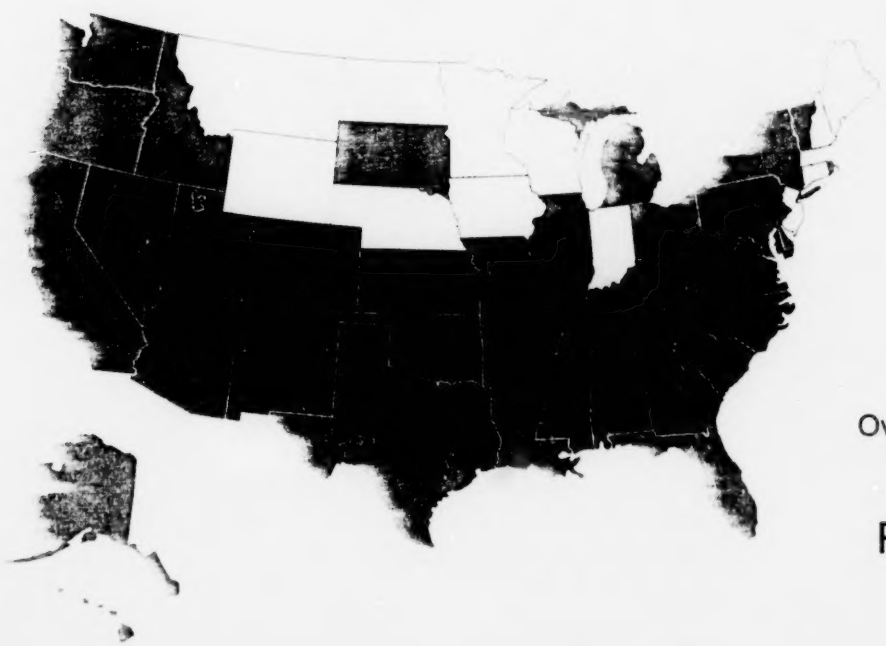
The Scholastic Assessment Test I (SAT) is the test taken by most DoDEA college-bound students. The DoDDS results on the SAT for 1996 are presented here. A significant factor in interpreting SAT scores is the proportion of students taking the exam — the participation rate. For example, sometimes districts have high average scores but relatively few students who take the test. The participation rate for DoDDS (64%) is significantly higher than the national rate (41%).

1996 Writing Assessment Results: Performance Levels for Grades 5, 8, & 10



DoDDS administered its systemwide writing assessment in Spring 1996 to students in grades 5, 8, and 10. The numbers (n) of students taking the test are indicated in parentheses. In 1996 the percentages of students scoring at the proficient or distinguished levels for grades 5, 8, and 10 were 84 percent, 62 percent, and 73 percent, respectively. The DoDDS students are well on the way to achieving the DoDEA benchmark of having 75% of the students score at or above proficiency by the year 2000.

National Assessment of Educational Progress (NAEP) 1994 Fourth Grade Reading Results: Top Fifteen States



DoDEA

Overseas schools

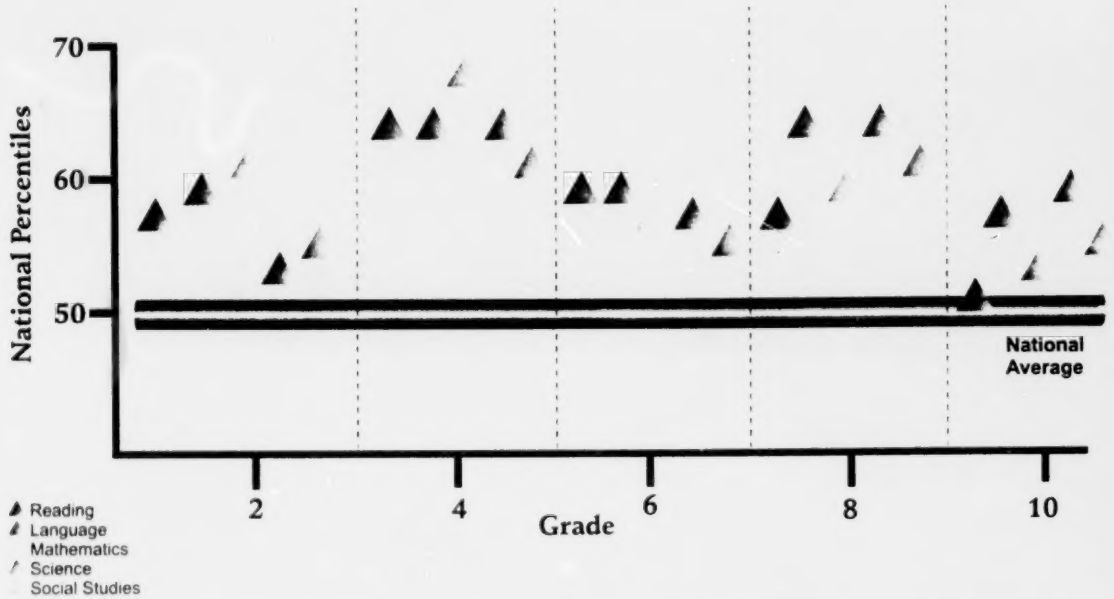
(DoDDS)

Ranks 9th

DoDDS participated in the 1994 NAEP Reading Assessment for grade 4. DoDEA overseas schools ranked 9th among the 41 states and jurisdictions reported. The average proficiency of DoDDS students (218) is higher than that of students nationally (214).

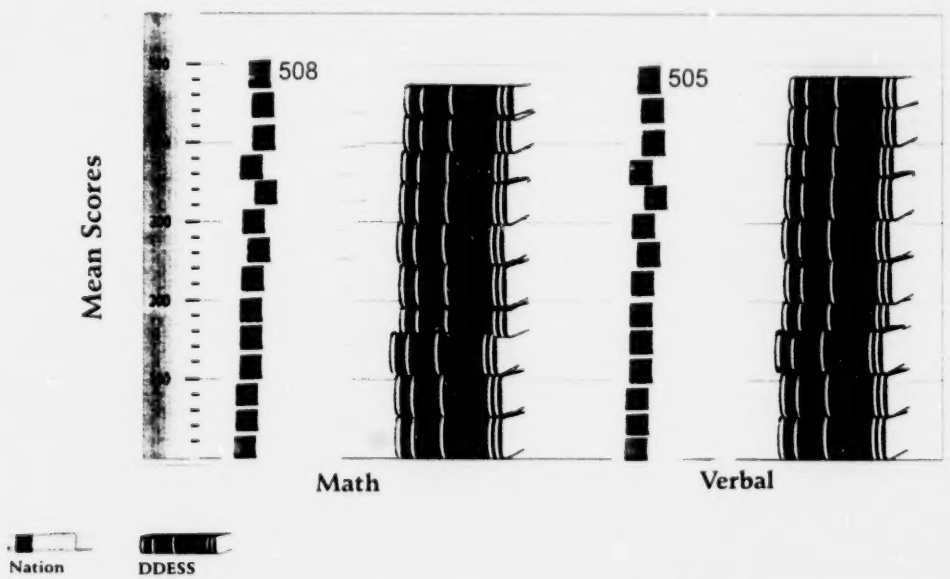
Achievement Data-DDESS

1996 Standardized Test Results



DDESS districts administer several different achievement tests. To calulate a system average for DDESS, the mean Normal Curve Equivalent (NCE) scores were first calculated. The corresponding percentile scores were determinec using a standard normal conversion table. (The data reflect 14 of the 16 DDESS districts.) DDESS systemwide scc in all subjects at all grades are at or above the national average.

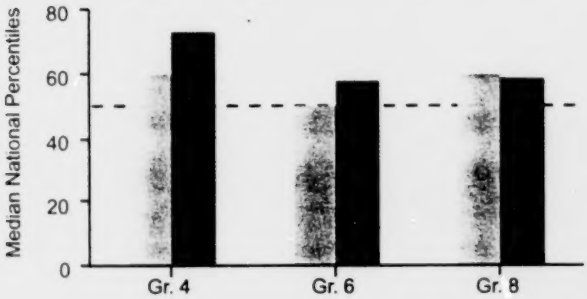
1996 Scholastic Assessment Test (SAT) Results



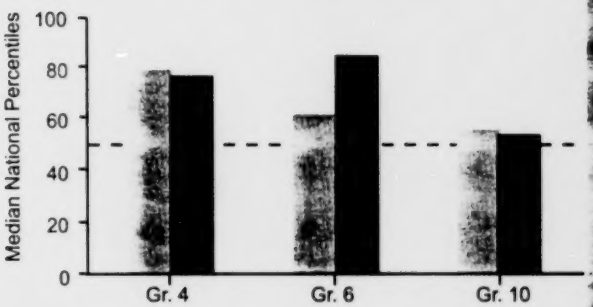
The DDESS results on the SAT for 1996 are presented here. The participation rate for DDESS students in 1996 v 46%, which is higher than the national rate of 41%. (For additional information, see SAT data for DoDDS stude:

DDESS Districts Results by Achievement Test

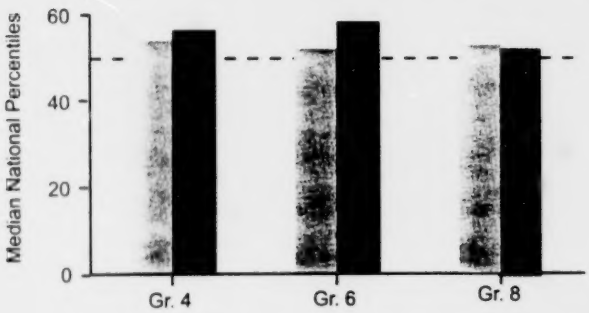
California Achievement Test Results:
Camp Lejeune, Ft. Bragg, and Ft. Campbell Districts



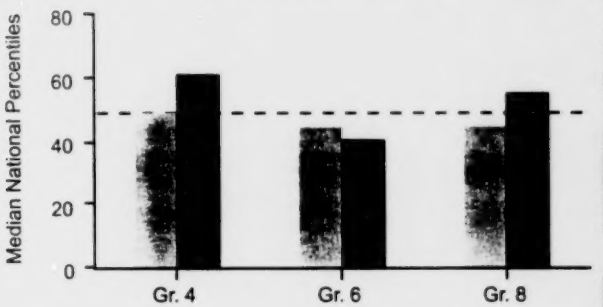
Comprehensive Tests of Basic Skills Results:
Ft. Knox and Maxwell Districts



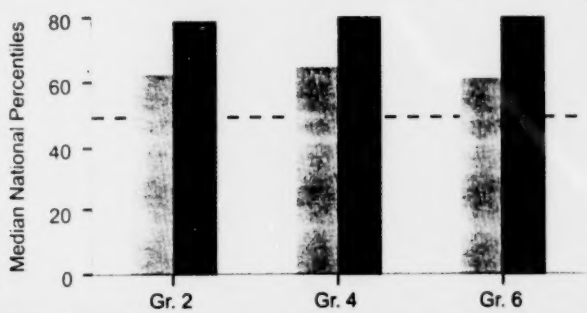
Iowa Tests of Basic Skills Results:
Ft. Stewart, Ft. Benning, Dahlgren, Quantico, Robins AFB, and West Point Districts

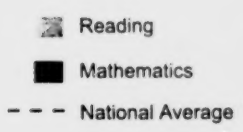


Metropolitan Achievement Tests Results:
Antilles, Laurel Bay, and Ft. Jackson Districts



Stanford Achievement Test Series Results:
Ft. McClellan and Ft. Rucker Districts





Five different achievement test batteries are administered across the DDESS districts. These data reflect the summary national percentile scores at selected grades in reading and mathematics for the districts that administer each achievement test. Median national percentiles are generally above the national average.

Goal

By the year 2000, the Nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.

Professional development is a foundation upon which DoDEA's vision for the future rests. We are fortunate to have among the most highly educated teachers and administrators in the world. Now we must shift our thinking from past strategies of training to dynamic school-based professional development that is targeted directly to school improvement and effective research-based classroom teaching.

Highlights

- Developed a comprehensive staff development plan that reaches 100 percent of the DoDEA employee population and identifies critical competencies that teachers and administrators need to prepare students for the 21st century.
- Trained **district** improvement teams in the School Improvement Process and the Strategic Plan in 100 percent of the DoDDS and DDESS districts.
- Implemented the DoDEA Leadership Academy which prepared a cadre of new leaders and increased the repertoire of skills needed by current leaders to achieve the strategic vision.
- Implemented a Teacher Academy which addressed the learning needs of new and experienced teachers, instructional support staff, and coordinators who provide leadership for new curriculum standards implementation.
- Designed and implemented a "Successful Beginnings Institute" to orient new teachers to the strategic vision, instructional strategies, and the culture of DoDDS.
- Trained 30 percent of all **school** teams in the Strategic Plan and the School Improvement Process.

Parental Participation

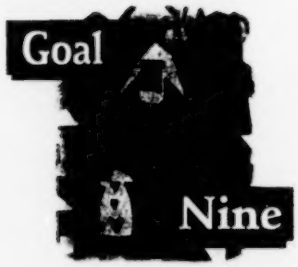
Goal

By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

For our students to receive the maximum benefit from their educational experiences, parents must be full partners in their children's education. We must expand parent involvement in learning activities and decisionmaking.

Highlights

- Adopted and implemented in all schools a two-way school home communication plan to assist parents and teachers in sharing information and expectations for student academic performance.
- Increased participation in activities such as fundraising, volunteering, and before/after school activities.
- Identified specific learning activities to help parents and teachers work collaboratively in support of the education of students.
- Increased opportunities in all schools to involve parents and educators in the support of the school's curriculum and extracurricular programs.
- Trained parents and educators in developing schoolwide parent partnership programs to support the decisionmaking process in their children's education.
- Developed and published strategies for increasing the participation of fathers in the educational process.



Goal

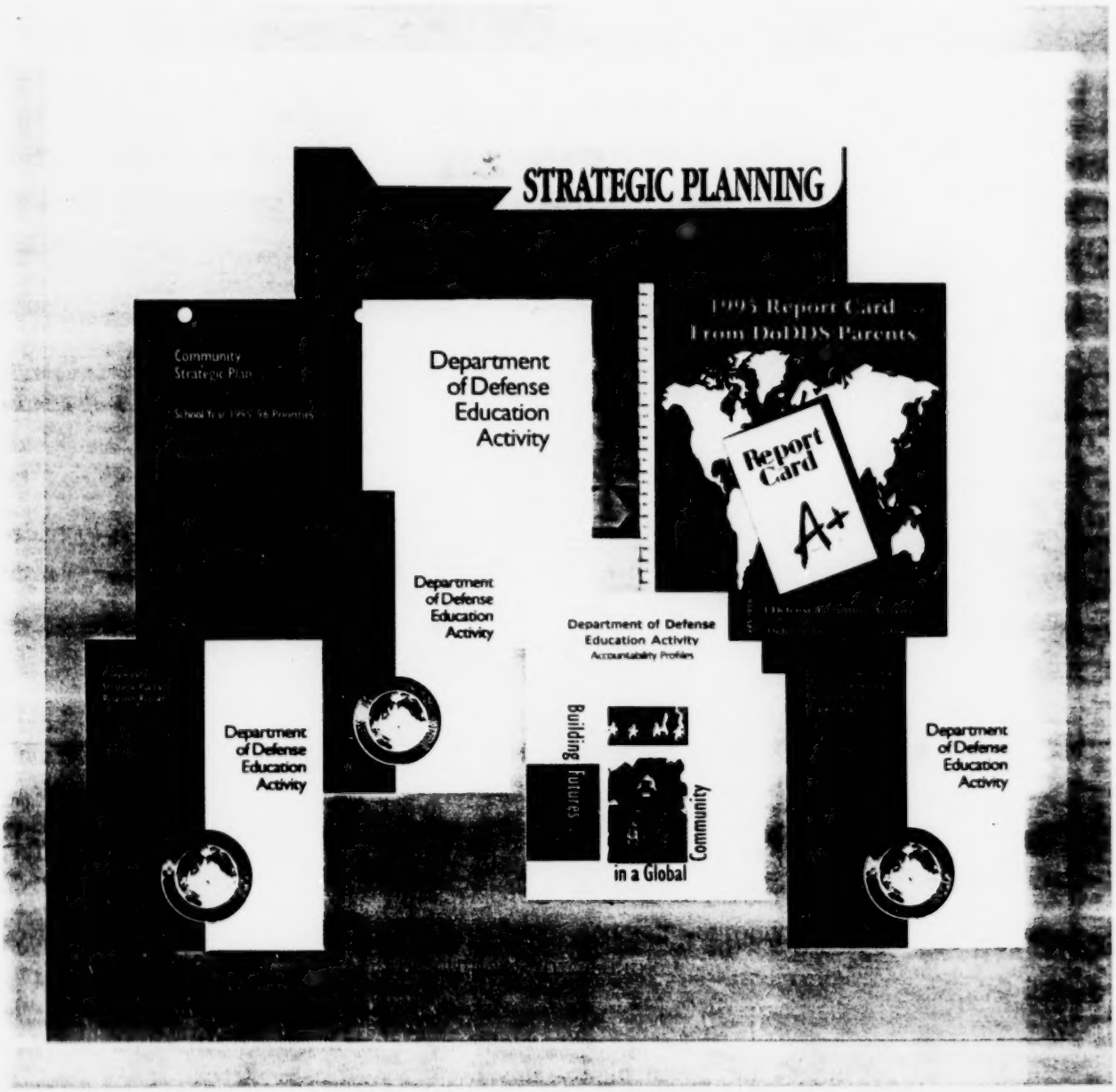
By the year 2000, a systemwide accountability process will be established to monitor and improve educational quality and to ensure the effective and efficient use of human and fiscal resources.

Accountability encompasses research/evaluation and assessment. It involves a standard process for monitoring systemwide goals for all schools and operational units within DoDEA to ensure quality and efficient/effective use of human and fiscal resources.

Highlights

- Designed a comprehensive accountability framework which systematically evaluates educational programs, monitors and reports student, school, and organizational performance results as measured by specific standards.
- Established and implemented standards, policies, procedures, time lines, and measures for monitoring performance on systemwide goals, benchmarks, and school and operational improvement plans to support the Strategic Plan for all DoDEA units.
- Disseminated baseline, disaggregated student achievement data in all content areas to assist schools in the development of their school improvement plans.
- Aligned curriculum development with the assessment and professional development process.
- Facilitated the development of local assessments and indicators of success at the school and the district level to measure progress toward the Strategic Plan benchmarks.
- Improved the efficiency of tracking the DoDDS educational supply and procurement process through automation resulting in a reduction of costs and personnel.

The first year of implementing the Community Strategic Plan resulted in the development and delivery of numerous tools to assist in the implementation of the Plan and to assess the system's progress toward the stated goals and benchmarks. Below are some examples of the array of tools provided to the schools.



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Goal Ten

Organizational Development

Goal

By the year 2000, an organizational infrastructure will be created to support and to enhance the teaching and learning process.

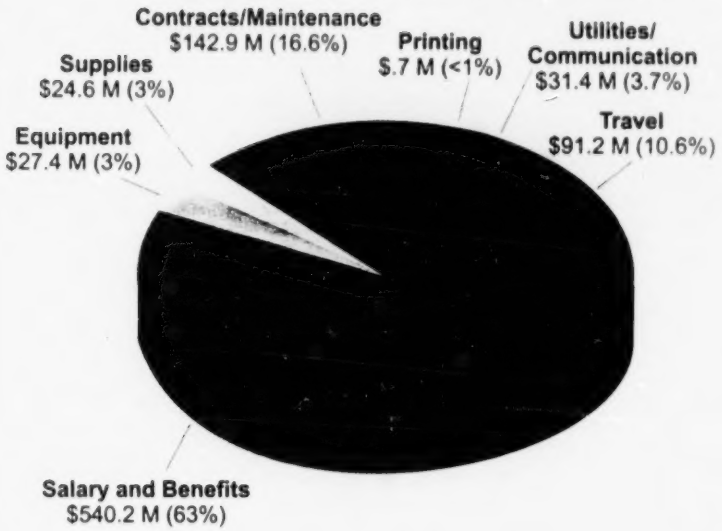
To ensure that we can reach the DoDEA goals, we must review our educational structure in light of the Strategic Plan and modify it as required to provide an excellent school program in all locations.

Highlights

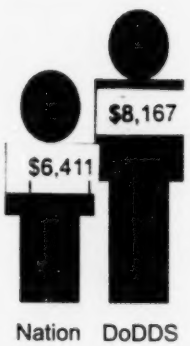
- Implemented the Strategic Plan and established policies and procedures to guide the School Improvement Process in all DoDEA schools.
- Developed a systemwide communications plan and published "The Spirit of Excellence" Strategic Plan newsletters.
- Implemented a reorganization of DoDEA based upon the Strategic Plan research study which eliminated layers within the organization and relocated budgets and staff closer to schools.
- Transferred the management of student transportation services from the military to DoDDS improving service and reducing costs.
- Implemented the Technology Program Standards Document for the Technology Modernization Initiatives.
- Implemented Site-Based Management Pilot in the Panama district modeling DDESS and other stateside school programs.
- Improved the accountability through the bar coding of all accountable equipment for DoDDS.

How We Do It

DoDDS Expenditures ($858.464 million)

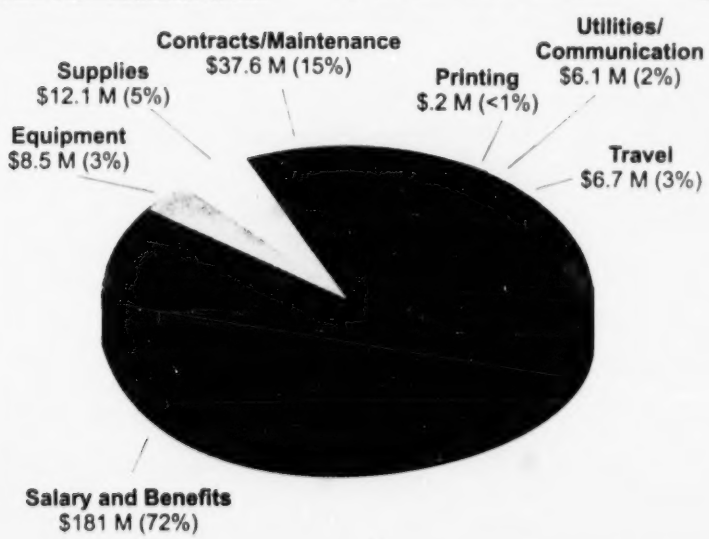


Cost per Pupil (CCP)

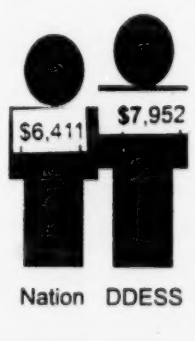


Operating schools overseas incurs unique costs.

DDESS Expenditures ($252.400 million)



Cost per Pupil (CCP)



Budget figure includes $29.3 million for special arrangement schools.

CCP excludes special arrangement schools.

Who Adv

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DoDDS Pacific, Yokota High School
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* Interim Member
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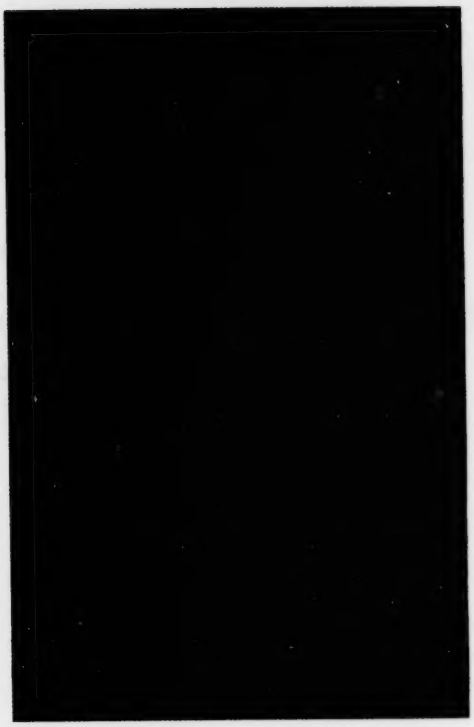
Where We Are Going

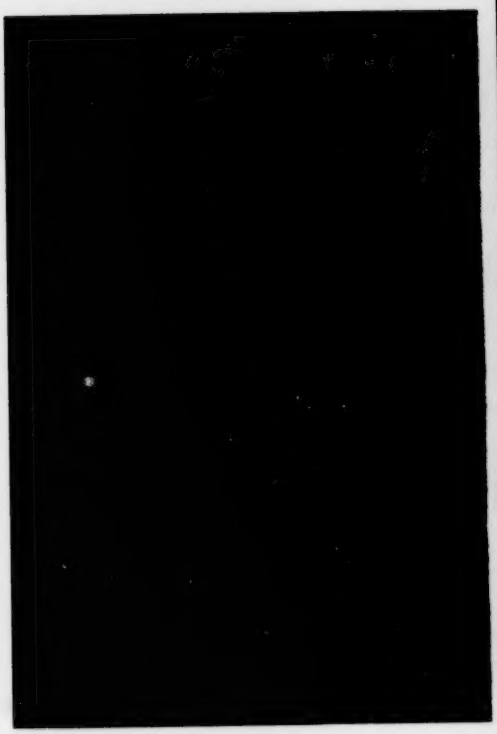
The DoDEA Vision Statement describes an educational system unbound by traditional school concepts of time, age, and location. It is a system driven by the needs of its students and the realities of a highly technological global marketplace.

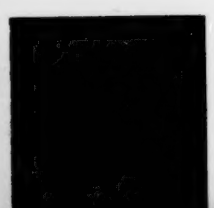
Achieving the DoDEA vision for our schools and students presents a very ambitious challenge to everyone in our community. The work done during school year 1995-1996 will serve as the foundation for our efforts in coming years. As the goals selected as priorities for that initial year entailed significant reform, they will continue as the priority goals for school year 1996-1997.

A WORLD OF LIMITLESS OPPORTUNITY,
A FUTURE OF BOUNDLESS PROMISE,
THE TOMORROWS FOR WHICH WE
PREPARE OUR CHILDREN ARE
CREATED IN THE LESSONS
WE TEACH THEM TODAY.

We would like to thank you for your continued expressions of support and appreciation for the work that is being performed by our staff and students worldwide. In the many letters we have received recognizing the staff's dedication and commitment, it is apparent that you, the stakeholders, sense the constancy of purpose from which that dedication grows. We will continue to strive to merit your trust and confidence.







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